



## GREENFIELD SCHOOL

# Early Career Teacher (ECT) Policy 2024-2025

### **Introduction**

At Greenfield we recognise that 'Early Career Teachers' (ECT) represent an exciting opportunity to bring new ideas and a fresh outlook to our school. However, we acknowledge that teachers new to the profession require a carefully tailored induction programme if the initial years are to be successful ones. All staff in our school have a role to play in supporting teachers new to the profession. Subject leaders and members of the senior leadership team (SLT) have a particular part in the process of ensuring that expertise and advice are available as necessary. This policy aims to clarify some of the roles and requirements necessary following the appointment of an ECT to Greenfield School.

The school follows the current Statutory Guidance for the Induction of ECTs. The ECT's progress is measured against the current professional standards for teachers and is monitored throughout the two-year induction period.

### **Prior to beginning work**

An initial meeting day/s (can be requested by the ECT prior to their start date) should be agreed between the ECT and the Assistant Head/Deputy Head/Head. During these days the new member of staff should complete some of their induction with a member of the SLT.

There should be opportunities for the ECT to:

- Meet their new class
- Complete any additional paperwork relevant to employment
- Meet with senior staff
- Meet with their induction mentor/tutor and head of department
- Familiarize themselves with their new role
- Check they have all necessary contact numbers

### **The ECT's entitlement**

The ECT is entitled to a reduced timetable. Arrangements will be made to enable 10% (Year 1) and 5% (Year 2) of timetable remission. This release time should be protected and allocated at appropriate intervals.

### **The Induction Co-ordinator and Mentors**

The Induction Co-ordinator is responsible for supporting the ECTs through the use of effective Tutors. The Induction-Coordinator oversees the induction programme. The Tutors meet with their ECT and provide assistance by using modelling, coaching and instruction to enable a smooth induction into school and enable early difficulties to be addressed successfully. The Induction Co-Ordinator will ensure that this is carried out effectively.

Following appointment and once employed, the ECT will follow the induction programme for all new teachers.

(See Staff Induction Policy)

The Tutor and ECT should follow the ECT Induction Checklist (Appendix 1). Some tasks are optional.

### **Observations**

During the induction period each ECT should be observed by the induction co-ordinator/tutor and/or by others as appropriate. The observations should be written up by the induction co-ordinator/tutor and a self evaluation should be completed by the ECT. This should be followed by a professional review discussion during which the ECT and the induction co-ordinator/tutor will review progress against the ECT's objectives and current professional standards for teachers, revising the objectives and updating the targets if necessary. Further observations may be undertaken if deemed necessary by the induction co-ordinator/tutor and/or the SLT.

### **ECT Evidence Tracker**

The ECT will regularly record their progress against the standards by updating their evidence tracker. Evidence should be of quality and not quantity. It should show evidence of progress, impact and outcomes. This will be reviewed regularly and updated throughout the two years to ensure that the ECT can show evidence of all of the Teaching Standards.

### **Regular Meetings**

The ECT will meet regularly with the Induction Co-ordinator or their Tutor. Progress against the ECT's objectives and professional teaching standards will be reviewed. The Early Career Framework (ECF) will be used to support the ECT and identify areas of need. Using the '*Learn how to*' statements the induction co-ordinator/tutor and ECT can identify areas that require focus and aid the setting of targets. The co-ordinator/tutor may sign post the ECT to ambition Institute or the ECT may access something themselves that they wish to implement. Minutes of these meetings will be kept by the ECT.

### **Half Term Progress Check**

If required, the tutor can decide to use a half termly progress check. The ECT and Tutor will meet to discuss progress against the current professional standards; the action plan will be reviewed and updated. This meeting will be attended by the Induction Co-ordinator. Minutes from these meetings will be recorded by the ECT and used as evidence to be included in the formal assessment meetings held at the end of each term.

### **End of Term Review of Progress**

There should be three written End of Term Progress Reviews. ECTs will be assessed at the end of each term against the current induction standards – the professional standards for teachers. These include the requirement for ECTs to continue to meet the standards for the award of QTS consistently and with increased professional competence and to progress further in specific areas.

These reviews will highlight progress and set targets. The ECTs tracker/meeting minutes/lesson observations/self-reflections will be used as evidence. It will be uploaded onto ECT manager.

**If an ECT is not meeting the standards**

The Independent Schools Council Teacher Induction Panel (ISTip) should be notified as soon as possible if it seems as though an ECT will have difficulty meeting the standards at the end of their induction period. The Head and Governing Body should also be kept informed as to the progress of ECTs.

It is the responsibility of the ECT Co-ordinator or Head to formally notify, using the final assessment form, the ISTip as to whether the ECT has met the induction standards.

In the case of any complaint about the induction process, the ECT should use the usual complaints procedure as outlined in the Greenfield policy documents. If this does not address the issue then the ECT should contact ISTip.

Signed



Chair of the Board of Governors  
Reviewed in: September 2024  
To be reviewed: September 2025

Appendix 1: ECT checklist



**ECT Induction checklist**

<b>Year 1 – term 1 (10% timetable remission)</b>	<b>Completed</b>
Pre-induction checklist completed	
Regular mentor meetings focusing on ECF	
Two formal lesson observations of ECT	
Two lessons observations by ECT	
ECT using evidence tracker to chart progress	
ISTip PD online/regional meeting 1 (ECF based)	
Half term progress check	
End of Term – Tutor/ECT review of progress/targets set/amended (online)	

<b>Year 1 – term 2 (10% timetable remission)</b>	<b>Completed</b>
Regular mentor meetings focusing on ECF	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
ISTip PD online (ECF based)	
Half term progress check	
End of Term – Tutor/ECT review of progress/targets set/amended (online)	

<b>Year 1 – term 3 (10% timetable remission)</b>	<b>Completed</b>
Regular mentor meetings focusing on ECF	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
ISTip PD online/regional meeting 2 (ECF based)	
Half term progress check	
End of Year 1 – formal assessment completed/targets set/amended (online)	

**ECT Induction checklist (for ECTs making satisfactory progress\*)**

<b>Year 2 – term 1 (5% timetable remission)</b>	<b>Completed</b>
Monthly mentor meetings focusing on ECF / support	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
ISTip PD online (ECF based)	
Half term progress check	
End of Term - Tutor/ECT review of progress/targets set/amended (online)	

<b>Year 2 – term 2 (5% timetable remission)</b>	<b>Completed</b>
Monthly mentor meetings focusing on ECF / support	
One formal lesson observation of ECT	
One formal lesson observation by ECT	
ECT using evidence tracker to chart progress	
ISTip PD online/regional meeting 3 (ECF based)	
Half term progress check	
End of Term - Tutor/ECT review of progress/targets set/amended (online)	

<b>Year 2 – term 3 (5% timetable remission)</b>	<b>Completed</b>
Monthly mentor meetings focusing on ECF / support	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
ISTip PD online (ECF based)	
IN term 3 – end of induction formal assessment completed/targets set/amended (online)	

\*For ECTs who are not making satisfactory progress in Year 2, then the Year 1 programme should be followed i.e. more support and monitoring.